

New Jersey FFA Marketing Plan Career Development Event

I. Purpose

The New Jersey FFA Marketing Plan Career Development Event is designed to assist students with developing practical skills in the marketing process through the development and presentation of a marketing plan. Students research and present a marketing plan for an agricultural product, supply or service. It is intended as a competitive activity involving a team of three persons working for an actual local agri-business, either an existing or start-up enterprise, to support FFA's outreach mission.

Local chapters may involve the entire chapter, a specific agriculture class or a three-person team in the development of the plan. A three-person team will present the results of primary research involving the local community that provides a reasonable and logical solution to a marketing problem. Understanding of the marketing process is manifested in the marketing plan, which is presented in a written plan and in a live presentation to qualified judges. Though only three individuals are on a team, any number of students may assist with the primary and secondary research.

II. Objectives

- A. To encourage students to demonstrate an understanding of the marketing plan process.
- B. To provide an activity to focus student and community attention on the agri-marketing curriculum.
- C. To encourage students to explore and prepare for possible careers in agri-marketing.
- D. To help develop partnerships and improve relations between industry, local FFA chapters and the general public.

III. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

IV. Event Rules

****See the CDE rules section in the overall event handbook for additional rules.****

- A. Team Make-up – team representing a chapter will consist of three members from the same chapter. Only the three certified team members can take an active role in the presentation of materials and use of technology during the presentation.
- B. At least three qualified judges assigned by the New Jersey Soybean Board will be used and will have an understanding of the marketing planning process.

V. Event Format**A. Equipment**

1. Equipment provided at the event site:
 - i. Two tripod easels
 - ii. One LCD projector with standard VGA cable
 - iii. One screen
 - iv. One table
 - v. Three chairs
2. It is the responsibility of the team to provide any additional equipment

B. Written Plan – 100 pts.**1. Instructions**

1. Teams should select an actual local soybean-related agribusiness, either an existing or start-up enterprise, that serves the community and decide on the product or service for the marketing plan. Teams should work with an off-site organization; they should not use their chapter as a client.
2. Emphasis should be placed on the “value added” concept using marketing techniques to increase the value of products or services.
3. A marketing plan is concerned with the future. Historical information is very valuable, but the actual plan must be a projection. A plan presented on the current year should be developed for the following year. A three-year timeframe may be needed, which would mean the inclusion of the two years following the current year.
4. The project outline should include the following aspects of the marketing process:
 - i. Brief description of product or service (product/service attributes: size, quality, etc.)
 - ii. Marketing analysis
 1. Client’s status in current market
 2. Industry trends
 3. Buyer profile and behavior
 4. Competition’s SWOT analysis
 5. Product’s/client’s SWOT analysis
 6. Primary research results (surveys, focus groups, interviews)
 - iii. Business proposition
 1. Develop a mission statement
 2. Key planning assumptions (cite sources of information)
 3. Short and long-term goals – must be measurable, specific, attainable and have completion dates
 4. Target market – identify specific market segments which achieve the goals
 - iv. Strategies and action plan
 1. Product
 2. Price
 3. Place
 4. Promotion
 5. Position

- v. Projected budget
 - 1. What will the strategies cost?
 - 2. Pro forma income statement which details the realistic costs and returns of the marketing strategies
 - 3. Calculate the financial return of the marketing plan
 - vi. Evaluation
 - 1. Establish benchmarks to track progress toward goals
 - 2. Identify specific tools to measure established benchmarks
 - 3. Recommendations for alternative strategies, if benchmarks are not reached.
 - vii. Technical and business writing skills
2. Procedures
- a. Five copies of the plan must be sent to the Office of Agricultural Education by April 1.
 - i. A penalty of 10% will be assessed for documents received after the April 1 deadline.
 - ii. If document is not received seven days after the postmark deadline, the team may be subject to disqualification.
 - b. The document should not exceed eight (8) single-sided, 8.5"x11" pages. A five (5) point deduction will be applied to all marketing plans that do not follow these guidelines.
 - i. Title page – 1 page
 - a. Project title
 - b. State name
 - c. Chapter name
 - d. Chapter number
 - e. Year
 - ii. Text and appendices – 7 pages
 - a. Marketing plan
 - b. Surveys
 - c. Graphs
 - d. Maps
 - e. Promotion pieces
 - iii. Written expression is important. Attention should be given to language, general appearance, structure and format.

C. Live Presentation

- 1. The team assumes the role of a marketing consultant. The judges assume the role of the selected client.
- 2. Each team will be allowed five minutes to set up before their 15 minute time allowance begins. After the presentation, teams are required to reset the equipment as they found it.
- 3. In the case of equipment failure, every effort will be made to rectify the problem as quality as possible; however, at the judges' discretion, a team may be asked to move forward with the presentation. A back-up plan is recommended.

4. The live presentation should not exceed fifteen minutes. Five points will be deducted from the final score for each minute, or major fraction thereof, over fifteen minutes for the presentation. The timekeeper shall be responsible for keeping an accurate record of time.
5. Each member of the team should participate in the question and answer session.
 - i. The presentation will be followed by five minutes maximum of clarifying questions.
6. Visual aids are only limited by your imagination. Scoring will be based on how effectively visual aids are used, not how elaborate they are. Remember that visual aids should enhance and clarify what the speakers are saying; not replace them.
7. Before the presentation, teams are allowed to hand judges on single-sided 8/5"x11" page with changes/corrections to the written plan. No other handouts or samples are allowed.

VI. Scoring

Teams will be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges' ranking of each team then shall be added, and the winner will be that team whose total ranking is lowest. Other placings will be determined in the same manner (low rank method of selection).

VII. Tiebreaker

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

VIII. Awards (sponsored by NJSB)

- 1st - \$300 sponsored by NJSB, plaque sponsored by National FFA, individual medals sponsored by NJ FFA & a State Plaque sponsored by NJSB
- 2nd - \$225 sponsored by NJSB, individual medals sponsored by NJ FFA & State Plaque sponsored by NJSB
- 3rd - \$150 sponsored by NJSB, individual medals sponsored by NJ FFA & State Plaque sponsored by NJSB

IX. Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA Website (Marketing Plan Guidebook) - https://www.ffa.org/documents/cde_marketingplan_guidebook.pdf
- Agricultural Marketing Resource Center - www.agmrc.org

Written Marketing Plan Score Sheet

State: _____

Chapter: _____

Team No.: _____

	Possible Points	Earned	Comments
DESCRIPTION OF PRODUCT/SERVICE AND CLIENT STATUS	5		
MARKET ANALYSIS	30		
Client's status in current market	5		
Industry trends	5		
Buyer profile and behavior	5		
Competition's SWOT analysis	5		
Product's/client's SWOT analysis	5		
Primary research results (surveys, focus, groups, interviews)	5		
BUSINESS PROPOSAL	10		
Mission statement	2		
Key planning assumptions	2		
Short and long-term goals	3		
Target market	3		
STRATEGIES AND ACTION PLAN	25		
Product	1		
Price	7		
Place	5		
Promotion	7		
Position	5		
BUDGET (income statement, costs, returns, accuracy)	15		
EVALUATION	5		
TECHNICAL & BUSINESS WRITING SKILLS	10		
Deduction – Written plan received after post-mark deadline. Deduction 10% of possible written plan score (or 10 points).			
Deduction – Five (5) points deducted for incorrect written plan format.			
WRITTEN PLAN TOTAL POINTS	100		

Marketing Plan Presentation Scoreboard

State: _____

Chapter: _____

Team No.: _____

	Possible Points	Earned	Comments
MARKETING PROCESS (understanding and clear presentation of the six parts of the marketing plan)	130		
Brief description/client status	5		
Marketing analysis	10		
Primary research	35		
Business proposal	15		
Strategies/action plan	30		
Budget	25		
Evaluation	10		
COMMUNICATION <ul style="list-style-type: none"> • Examples explained, detailed • Speaking without notes, unrehearsed • Tone • All members participated • Eye contact • Mannerisms, gestures • Poised 	20		
QUESTIONS AND ANSWERS	50		
PRESENTATION POINTS:	200		
WRITTEN PLAN SCORE:	100		
SUB-TOTAL (WRITTEN & PRESENTATION):	300		
Deduction – Five (5) points for each minute, or major fraction thereof, presentation went over fifteen (15) minutes			
NET TOTAL POINTS			
Team Ranking:			

Judge's Signature: _____

Date: _____

	Performance Measurement Levels	Event Activity Addressing Measurement	Related Academic Standards
ABS.01.01. Performance Indicator: Apply principles of capitalism in the business environment.			Social Studies: 7b and 7g
	ABS.01.01.01.a. Recognize principles of capitalism as related to AFNR businesses.	Written plan; presentation	
	ABS.01.01.01.c. Execute supply-and-demand principles in AFNR businesses.	Written plan; presentation	
ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.			Social Studies: 7b and 7h
	ABS.06.01.01.a. Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets.	Written plan; presentation	
	ABS.06.01.02.c. Evaluate alternative marketing strategies, such as value-adding, branding and niche marketing, and propose and implement appropriate modifications to achieve AFNR business goals.	Written plan; presentation	
ABS.06.02. Performance Indicator: Develop a marketing plan.			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d

	ABS.06.02.01.b. Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources.	Written plan; presentation	
	ABS.06.02.01.c. Establish marketing plan goals/ objectives, including monitoring, measuring and analyzing goal achievement.	Written plan; presentation	
ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.			Social Studies: 7b and 7h
	ABS.06.03.01.a. Identify and use strategies frequently employed in marketing programs, including those used in niche markets.	Written plan; presentation	
	ABS.06.03.01.b. Determine marketing strategies that are most likely to be effective in an AFNR business.	Written plan; presentation	
	ABS.06.03.01.c. Revise marketing strategies based on monitoring and measurement information for target customer base.	Written plan; presentation	
ABS.06.04. Performance Indicator: Develop specific tactics to market AFNR products and services.			Social Studies: 7b, 7g and 7h
	ABS.06.04.01.a. Explain the meaning and use of the four Ps (product, place, price and promotion) in marketing.	Presentation	
	ABS.06.04.01.b. Develop advertising campaigns that promote products and services.	Written plan	
	ABS.06.04.01.c. Implement sales goals and incentive programs, and identify pricing strategies used by competitors.	Written plan; presentation	
ABS.06.05. Performance Indicator: Merchandise products and services to achieve specific marketing goals.			Language Arts: 4 Social Studies: 7b and 7d

	ABS.06.05.01.c. Monitor marketing approaches to determine effectiveness in goal achievement, and make needed changes in such approaches.	Written plan; presentation	
	ABS.06.05.02.a. Develop strategies to gain new customers.	Written plan; presentation	
CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.			Language Arts: 1 Social Studies:1e, 4e, 10b and 10j
	CS.01.05.01.c Articulate current issues that are important to the local, state, national and global communities.	Presentation	
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.			Language Arts: 12 Social Studies:1e
	CS.02.02.02.c. Present oneself appropriately in various settings.	Presentation	
CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.			Social Studies: 4a
	CS.02.05.03.c. Exhibit self-confidence while in the workplace.	Presentation	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.			Language Arts: 4, 5 and 12
	CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with coworkers and supervisors.	Written plan	
	CS.03.01.03.c. Make effective business presentations.	Presentation	

Appendix A: AFNR Career Cluster Content Standards

Appendix B: Related Academic Standards

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

Science:**A. Content Standard: Science as an Inquiry**

- A1. Identify questions and concepts that guide scientific investigation.
- A5. Recognize and analyze alternative explanations and models.

Language Arts:

- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies:

4. Thematic Strand: Individual Development and Identity

- 4h. work independently and cooperatively within groups and institutions to accomplish goals;
- 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;

7. Thematic Strand: Production, Distribution and Consumption

- 7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;
- 7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;
- 7g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments and capital;
- 7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;